

MIDDLE/
JR HIGH

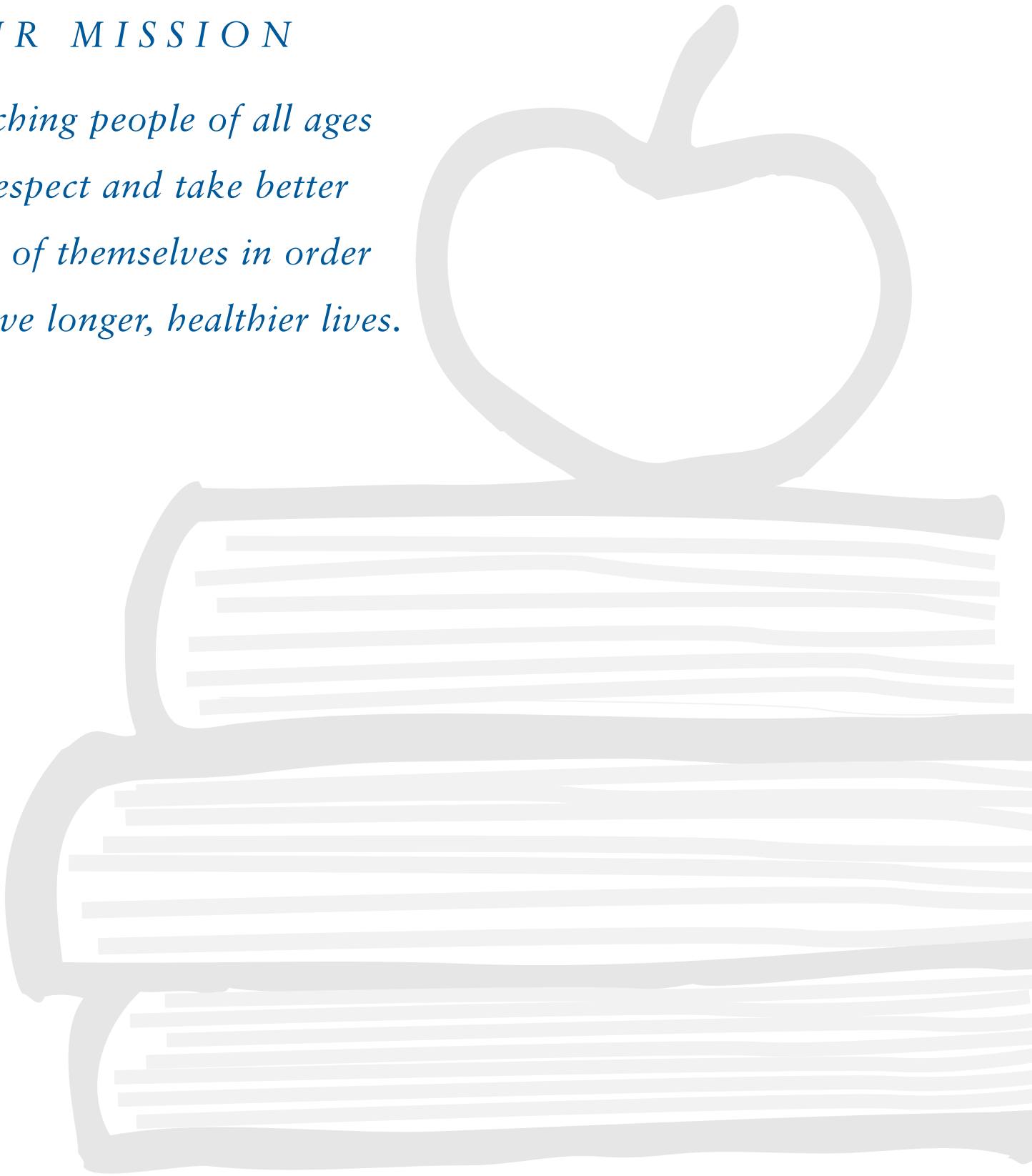
DRUG AWARENESS & PREVENTION EDUCATION



*hult health education center
robert crown center for health education
illinois department of public health*

OUR MISSION

*Teaching people of all ages
to respect and take better
care of themselves in order
to live longer, healthier lives.*



NOTES TO THE TEACHER



DRUG AWARENESS & PREVENTION EDUCATION

This educational packet is designed for use in the classroom in order to reinforce and supplement concepts discussed in the program your class attended at the health education center. It allows you flexibility in determining which activities and worksheets are most appropriate for your students and may be used in conjunction with your own health education curriculum. Some of the material may be primarily review in nature, while some may present new information. However, all activities relate to substance abuse prevention education. Feel free to copy worksheets for instructional use.

The use of this packet, along with the program you attended at the health education center, supports the following Illinois state goals and learning standards:

- 22.A.3a Identify and describe ways to reduce health risks common to adolescents.
- 22.A.3b Identify how positive health practices and relevant health care can help reduce health risks.
- 22.A.3c Explain routine safety precautions in practical situations.
- 22.B Describe and explain the factors that influence health among individuals, groups and communities.
- 23.A.3 Explain how body systems interact with each other.
- 23.B.3 Explain the effects of health-related actions upon body systems.
- 23.C.3 Describe the relationships among physical, mental, and social health factors during adolescence.
- 24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.
- 24.A.3b Demonstrate methods for addressing interpersonal differences without harm.
- 24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.
- 24.B.3 Apply a decision-making process to an individual health concern.
- 24.C.3 Apply refusal and negotiation skills to potentially harmful situations.

OBJECTIVES

DRUG AWARENESS & PREVENTION EDUCATION



LEARNING OBJECTIVES:

The student will be able to:

1. Differentiate between prescription and over-the-counter drugs, relating the importance of proper medicine usage.
2. Define stimulant, depressant, and hallucinogen in terms of impact upon the central nervous system.
3. Describe the negative effects that tobacco, marijuana, and alcohol have upon the body.
4. Identify the dangers associated with ecstasy, methamphetamine, and anabolic steroids.
5. Discuss factors that influence adolescent behavior and decision-making.
6. Explain the steps involved in making responsible decisions.
7. Demonstrate communication techniques that support responsible decision making.
8. Identify healthy alternatives to drug use.
9. Identify causes of stress and discuss examples of managing stress in a healthy manner.

Our general goal is to provide information on drugs and to introduce skills that promote positive, healthy life choices.

TERMS



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DRUG TERMS

List of terms relevant to drug education:

Abuse (drug)	Intellectual	Reaction Time
Addiction	Intravenous (IV)	Reflex
Alcohol	Judgment	Refusal Skills
Alternative	Marijuana	Responsibility
Alveoli	Maturity	Second-Hand Smoke
Anabolic Steroid	Media Message	Seizure
Bronchitis	Medicine	Side Effect
Cancer	Methamphetamine	Smokeless Tobacco
Cannabis	Motor Skills	Social
Carbon Monoxide	Nerve	Stimulant
Cilia	Nervous System	Stress
Cirrhosis	Nicotine	Synthetic
Coma	Overdose	Tar
Consequence	Over-the-Counter (O.T.C.)	THC
Convulsion	Paranoia	Tolerance
Coordination	Peer Pressure	Toxic
Crack	Physical	Unconscious
Delusions	Prescription	Withdrawal Symptoms
Dependence	Psychological	
Physical Dependence		
Psychological Dependence		
Depressant		
Drug		
Ecstasy		
Emotional		
Emphysema		
Environmental Tobacco		
Smoke (E.T.S.)		
Fetal Alcohol Syndrome		
Gateway Drug		
Hallucination		
Hallucinogen		
HIV/AIDS		
Inhalant		
Inhibition		
Insomnia		

TO STUDENTS

- How many of these terms do you know?
- Look up any terms you do not know.
- Write each term on a 3" x 5" note card. Divide into teams. Have your teacher randomly select a card and read the term out loud. See which team can correctly define the most terms or use the most terms correctly in sentences.

THE TRUTH ABOUT MARIJUANA

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DID YOU KNOW...

Marijuana is the most widely used illegal drug in the United States today. It is the common name for the hemp plant “cannabis sativa.” The stems, leaves, and buds of the plant are dried and crushed, then usually smoked in the form of marijuana cigarettes or cigars sometimes called joints, reefers, or blunts. Marijuana contains over 400 chemicals, many of which are toxic and some of which are known to cause cancer.

Smoking one marijuana joint can be as damaging to the lungs as smoking at least 4 tobacco cigarettes!

A chemical called THC causes most of the mind-altering effects of marijuana. It is stored in areas of the body with high fat content such as the brain. It may take as long as one month for one dose of THC to be completely eliminated from the body. As marijuana use increases, tolerance to the drug may develop and greater amounts are needed to produce the desired effects. In time, psychological dependence or addiction may result. In September 2001, the United States Supreme Court upheld a previous statute indicating that there are no acceptable medical uses for smoking marijuana.

Marijuana use during pregnancy may result in premature births and low birthweight babies. Mothers may transmit THC to their babies through breast milk.

Short-Term Effects of Marijuana

- Altered senses
- Distorted sense of time & space
- Reddened eyes, dry mouth
- Impaired thinking & judgment
- Forgetfulness
- Slowed reflexes & reduced concentration
- Impaired driving ability
- Increased heart rate & appetite
- Reduced inhibitions
- Inability to concentrate

Possible Long-Term Effects of Marijuana

- Chronic fatigue
- Decreased sex hormones in males
- Increased risk of infertility in both males & females
- Weakened immune system
- Decreased motivation & interest in everyday activities
- Impaired memory
- Emphysema
- Bronchitis
- Lung cancer

Other Names for Marijuana:

- Pot
- Grass
- Dope
- Ganja
- Weed
- Mary Jane (MJ)
- Bud

WORKSHEET 1

Marijuana Match

Match the following terms to the correct definition or explanation.
One of the terms will NOT be used!

1. Cannabis sativa

2. Marijuana

3. Pot, grass, weed, dope

4. Joint, blunt, reefer

5. Toxic

6. THC

7. Fat tissue

8. Immune system

9. Responsible decisions

10. Reflexes & concentration

11. Emphysema, bronchitis, & lung cancer

12. Over 400

13. At least four

14. Up to one year

15. Up to one month

___ A. Harmful or poisonous

___ B. Number of chemicals in marijuana

___ C. Where THC is stored

___ D. Other names for marijuana

___ E. Most widely used illegal drug in the U.S.

___ F. Number of tobacco cigarettes equal to one marijuana cigarette

___ G. Diseases that may result from long-term marijuana use

___ H. Plant from which marijuana is derived

___ I. Other names for a marijuana cigarette or cigar

___ J. Body system weakened by marijuana, making one susceptible to infections

___ K. How long one dose of THC can remain in the body

___ L. Main mind-altering chemical in marijuana

___ M. Impaired by marijuana, making it difficult to drive a car

___ N. Because it impairs thinking, marijuana makes it hard to make these

TODAY'S DRUG SCENE

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METH

Methamphetamine ("meth") is a powerful stimulant that is being more frequently abused. Unlike some drugs that have to be smuggled into the country such as cocaine and heroin, meth can be manufactured relatively easily in home drug labs. Anhydrous ammonia, an ingredient generally used in making meth, is a chemical used in farm fertilizers, making meth manufacture and use increasingly common in rural areas. When smoked in a form known as "ice," meth produces an immediate high that can last for hours. Taken every few hours, meth "hits" can cause a user to go for days without eating or sleeping, leading to malnutrition and severe weight loss. Prolonged use of this highly addictive drug may result in permanent brain damage. When the effects wear off, users may experience a hard "crash" and sleep for excessive periods of time. Users may also develop paranoia, delusions, hallucinations, and depression. Although it is a legal prescription drug, there are very few legitimate reasons for its medical use.

** Prior to 1977, no meth labs had been seized in Illinois. After 24 lab seizures in 1997, Illinois State Police reported 87 in 1998, 246 in 1999, and over 345 in 2000! **

*Other names for methamphetamine:
Crank, Crystal, Ice, Crystal Meth*

ECSTASY

Ecstasy, or MDMA, is another synthetic drug that is similar to the hallucinogen mescaline and the stimulant methamphetamine. Illegal in the U.S., trafficking and use of ecstasy has been on the rise, causing serious concerns for U.S. health officials. Ecstasy is sometimes marketed as a "feel good" drug. However, MDMA increases heart rate, blood pressure, and body temperature. Other effects include dilated pupils, insomnia, clenching of the jaw, and grinding of the teeth. When combined with physical exertion such as dancing, its use can lead to hyperthermia and dangerous dehydration which can be fatal. Other effects may include exhaustion, kidney failure, heart attack, stroke, and death. Some studies indicate that ecstasy use may produce long-term or permanent damage to the brain and nervous system. In addition to the dangers associated with ecstasy itself, pills sold as ecstasy sometimes contain other chemicals instead of or in addition to MDMA. The user often has no assurance of what he or she is actually taking.

** In 1997, U.S. customs officials seized 400,000 ecstasy pills. According to congressional testimony, the DEA seized slightly over 1 million tablets in 1999, which jumped to over 3 million in 2000! **

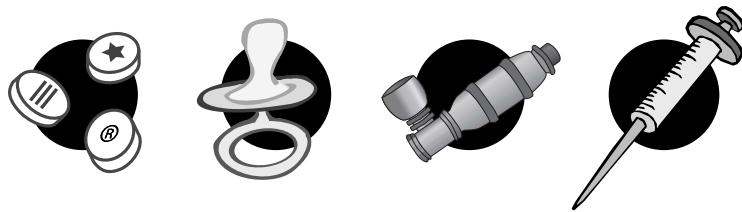
*Other names for ecstasy:
XTC, Adam, Roll, Hug Drug, E*

STEROIDS

Anabolic steroids refer to drugs chemically related to the male sex hormone testosterone. They are rarely prescribed by physicians today. Taken in combination with a program of exercise and diet, anabolic steroids contribute to increases in body weight and muscle mass. However, steroid users subject themselves to more than 70 side effects ranging in severity from acne to liver disease. Harmful effects include aggressive behavior ("roid rages"), heart disease, and premature closure of the growth plate in bones. In males, use can cause enlarged breasts, shrunken testicles, and problems with fertility. In females, irreversible masculine traits can develop along with breast reduction, cessation of menstruation, and problems with fertility. Taking steroids by injection with unsterile needles increases the risk of infections such as HIV and hepatitis C. Use of such drugs is banned in nearly all sports, with evidence of use grounds for disqualification.

WORKSHEET 2

What Do You Know?



Write “T” for true or “F” for false in front of each statement.

- _____ 1. Methamphetamine is a powerful stimulant that is rarely abused.
- _____ 2. Ecstasy and methamphetamine are both synthetic drugs.
- _____ 3. Ecstasy is also known as crank, crystal, or ice.
- _____ 4. Anhydrous ammonia, an ingredient used in farm fertilizer, is sometimes used to manufacture ecstasy.
- _____ 5. Taken frequently, meth can cause a user to go for days without sleeping or eating.
- _____ 6. Use of ecstasy could result in elevated body temperature, dehydration, and death.
- _____ 7. The use of both methamphetamine and ecstasy has increased dramatically over the past several years.
- _____ 8. The manufacture and use of methamphetamine is more common in urban areas.
- _____ 9. Clenching of the jaw and grinding of the teeth are often associated with methamphetamine use.
- _____ 10. Both ecstasy and methamphetamine may produce long-term or permanent damage to the brain and nervous system.
- _____ 11. Ecstasy is also known as MDMA.
- _____ 12. Users of ecstasy can easily tell if the drug they are getting is pure.
- _____ 13. Both ecstasy and methamphetamine are illegal drugs with no medical uses.
- _____ 14. With proper training and nutrition, anabolic steroids build muscle mass.
- _____ 15. All side effects from anabolic steroids will go away after their use is stopped.

ALLURING ALCOHOL

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DID YOU KNOW...

Alcohol is the drug found in beer, wine, mixed drinks, and wine coolers. A central nervous depressant, it slows down functions such as heart rate and breathing. Alcohol is one of the most abused legal drugs in the U.S. and is a leading cause of highway deaths, boating accidents, drownings, falls, and suicides. It is illegal for persons under the age of 21 to purchase or use alcohol.

Alcohol is absorbed from the digestive system into the bloodstream and circulates to all parts of the body. It is broken down by the liver, which can handle about one standard-sized drink per hour. A standard-sized drink would be equivalent to one 12-ounce can of beer or bottle of wine cooler, a 5-ounce glass of wine, or 1-ounce of “hard liquor.” Alcohol travels through the blood to the brain where it causes many of its effects. Specific effects of alcohol are dependent on the blood alcohol level which, in turn, is influenced by many factors including body build and size, the amount of alcohol consumed, and the amount of food present in the stomach. Alcohol alters behavior, judgment, coordination, and perceptions. Very high doses can cause slowed breathing, coma, and death.

Young people are especially vulnerable to alcohol’s harm. Youth who use alcohol at an early age are more likely to use alcohol heavily and to have alcohol-related problems; they are also more likely to abuse other drugs and have problems with the law. In addition, as young people tend to have a lower body weight than adults, youth who drink may reach a higher blood alcohol level than adults and show greater effects for longer periods of time. Perhaps the single most dangerous and immediate consequence of alcohol use by youth is its depression of inhibitions. While using alcohol, youth may experience a false sense of confidence - even invulnerability - that may lead to a disregard for the health, safety, and welfare of self and others.

Short-Term Effects

- Relaxation
- Loss of inhibitions
- Dulled senses
- Loss of balance & coordination
- Slowed reflexes & reaction time
- Impaired judgment & motor skills
- Confusion, agitation, mood swings
- Poor decision making
- Slurred speech & blurred vision
- Nausea & vomiting
- Reduced heart & breathing rates
- Tremors
- Unconsciousness, coma

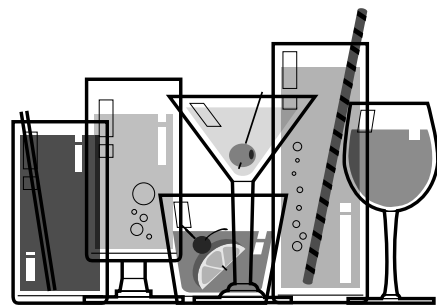
Long-Term Effects

- Addiction /dependency
- Stomach problems & ulcers
- Nutritional problems
- Damage to the liver – cirrhosis
- Damage to the heart and kidneys
- Personality changes
- Memory loss
- Blackouts
- Convulsions
- Weakened immune system
- Fetal Alcohol Syndrome (FAS)

Alcohol use during pregnancy may lead to physical deformities, mental retardation, and behavioral problems in children.

WORKSHEET 3

Mixed Drinks



Unscramble the words below. All of the words relate to alcohol or alcohol use.
The definitions or explanations are on the right.

	WORD	UNSCRAMBLED	DEFINITION
1	TAFLE LAHOO LC REMSYDON (3 words)		Pattern of birth defects in babies born to mothers who drink during pregnancy
2	ERBE		Alcoholic beverage made from barley, malt, and yeast
3	RSICOHRSI		Liver disease caused by alcohol
4	MTEJDNUG		Impaired _____ is an immediate effect of alcohol.
5	STDNEPESAR		A drug that slows down the central nervous system
6	NWEI		Alcoholic drink made from fermented grapes
7	LRAAWTWHID		Symptoms experienced by alcoholics who suddenly stop drinking
8	ORTMO LISSKL (2 words)		Involving movement, such as walking, running, and jumping
9	NYEWT EON (2 words)		Legal drinking age
10	PECEENNDYD		Another term for addiction
11	IUNSSUCOCON		Unaware of one's surroundings
12	OIBHINITNI		Something that prevents one from acting a certain way
13	TANOIERC MEIT (2 words)		Amount of time required to respond to a stimulus

DECISIONS, DECISIONS

DRUG AWARENESS & PREVENTION EDUCATION

DECISIONS . . .

Making responsible decisions is an important tool for everyone's life. Responsible decisions promote healthy behavior for you and others. The following Decision-Making Model provides guidelines or steps that you can use to make responsible decisions or to solve problems. It can be used in many different situations.



DECISION-MAKING MODEL

Step 1 Identify the Situation or Problem

What is the problem?

What do I have to decide?

Step 2 Consider All Alternatives or Choices

Identify the different choices you could make.

List all possible ways that the problem could be solved.

Talking to other people might be very helpful. Sometimes others can think of alternatives that you might not have considered.

Step 3 Consider the Consequences of Each Alternative or Choice

Think about what might happen – good and bad – with each choice. Ask yourself questions about each possible decision or solution.

- Is this choice safe? Is it good for my body and mind?
- Does this choice show respect for others as well as myself?
- Does this choice follow rules and laws?
- How does this choice affect other people? My family & friends?
- Would this choice follow my values (what I think is important and right)?

Again, talking to other people might be very helpful.

Step 4 Choose One Alternative

After carefully considering each possible choice, choose the one that you think is most appropriate based on your knowledge, values, beliefs, goals, and impact on other people.

Remember, responsible decisions promote healthy behavior for you and others!

Step 5 Try It Out

Do what is needed to carry out your decision.

Step 6 Evaluate the Outcome

How did it work? Was the problem solved?

What did you learn that could help in the future?

If the decision did not work out the way you had hoped or if the problem was not solved, try again! Go back to step 2. Make sure all possible choices have been identified. Review step 3, and try another alternative.

CHOOSE TO REFUSE!



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Everyone is faced with situations in which they are asked to do things they don't want to do or aren't sure about. Everyone has the right to say no, but saying no can be difficult. Many young people worry about missing out on the fun or losing friends if they say no. It is possible to refuse and still keep your friends, but it takes some practice. Learning to say "NO" is an important part of making responsible decisions and healthy choices.



Refusal skills are skills that are used when a person wants to say "NO" to a specific activity or behavior and/or leave a particular situation. Here are some helpful tips for saying "NO."

1. Say "NO"

Use a firm voice and maintain eye contact. Look the other person straight in the eye. You may have to repeat "NO" if the other person persists.

2. Give a Reason

Tell why you don't want to do the activity. You probably have lots of good reasons and may be able to talk your friend out of doing the activity as well!

3. Suggest an Alternative

Think of something healthy that you and your friend could do instead. Try to find something that your friend would enjoy. Sound convincing. This is an important way to take charge in a difficult situation.

4. Change the Subject

This may help get your friend's mind off of the unhealthy behavior.

5. Challenge the Challenger

Reverse the pressure – put your friend on the spot! You might say: "Why are you pressuring me?" or "If you were a true friend, you would respect my right to say no and wouldn't keep pressuring me."

6. Leave the Situation

Leaving is a good strategy when none of the other steps work or when you can't think of what to say. If you can get your friend to go with you, fine. If not, leave by yourself.

WHAT IF...

DRUG AWARENESS & PREVENTION EDUCATION

ACTIVITY 1

Provide each student with a copy of “Decisions, Decisions” and “Choose to Refuse!” Review. Use the guidelines from the handouts to work through the following scenarios. You can divide the students into small groups and assign each group a scenario, or you could work on each scenario as a class. Have students role play the situations in the scenarios using the refusal skills discussed in the handout. If peer pressure is involved in the situations, encourage the students to try to think of what friends might actually say in these situations. Help the students think of ways they might respond to specific comments. Emphasize the importance of getting help from an adult when appropriate.

Scenario #1

Stan, a high school senior, is applying for a summer job at a law firm. He is going away to college in the fall and is depending on this job to help him get into the school’s competitive pre-law program. Stan knows that this law firm will perform a drug test when he applies. All of his friends are going to be at a party tonight where some will be smoking marijuana. His best friend tells him it is OK for him to smoke a joint, that the drug will be out of his system by the time he is tested next week.

Scenario #2

Mary, a seventh grade member of the band and student council, is going to the school’s big game tonight to meet all of her friends. She and another girl walk together and decide to stop at a friend’s house on the way to pick up another group of people, including Mary’s boyfriend, Bob. At the house, Mary discovers some of her friends are drinking alcohol. She knows that the use of alcohol or even being present at a drinking party is banned by her school’s activity code, but does not want her friends, especially Bob, to think she is lame.

Scenario #3

Some high school friends invite Joe, an eighth grader, to a dance party. He is excited because this is the first time they have included him, and his parents give him permission to go. When he gets to the party, he feels out of place and uncomfortable. A girl he knows and likes offers him a small pill with a symbol stamped on one side. She tells him it is ecstasy and that it will help him “open up” and relate better to people.

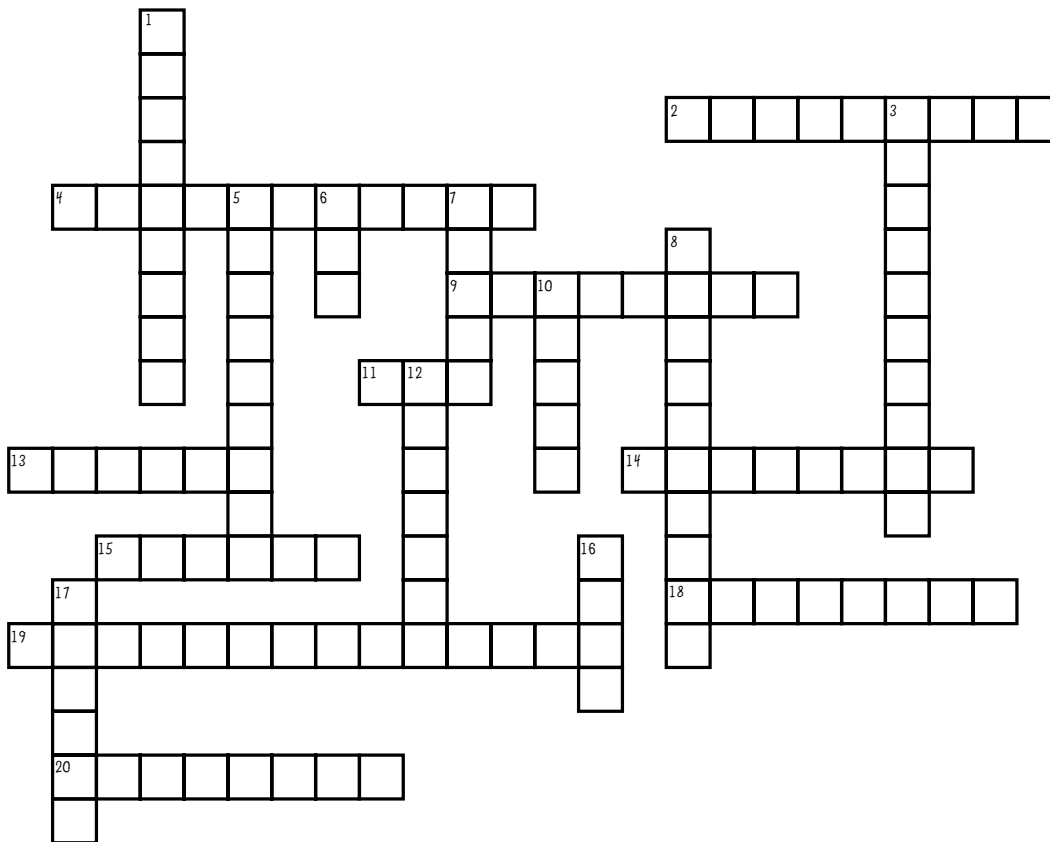
Scenario #4

One of Jane’s best friends, Sue, has been drinking every weekend. She is now starting to drink during the week and has been late to school several mornings. Her grades are falling, and she is in danger of flunking two subjects. Jane does not think Sue’s parents know what is happening.

WORKSHEET 4

Tobacco Teaser

Use the list of words on the right to complete the crossword puzzle.
Crossword clues are at the bottom of the page.



Addicted
Cancer
Carbon monoxide
Chew
Cigars
Cilia
ETS
Eighteen
Emphysema
Inhale
Lung cancer
Lungs
Nicotine
Preventable
Smokeless
Stimulant
Tar
Tobacco
Withdrawal
Wrinkles

ACROSS

2. Nicotine acts as a _____ that speeds up body functions, such as heart and breathing rate.
4. Cigarette smoking is the most _____ cause of death in America.
9. Highly addictive drug found in all forms of tobacco.
11. Environmental tobacco smoke. (abbreviation)
13. To breathe into the lungs.
14. Smoking can cause _____ which make the face look older.
15. _____ contain more nicotine, tar, and carbon monoxide than cigarettes.
18. Regular users of tobacco become _____ to nicotine.
19. Odorless, colorless, poisonous gas found in tobacco smoke and car exhaust.
20. The legal age at which tobacco products can be purchased.

DOWN

1. _____ tobacco can cause cavities, sores, and cancer of the mouth.
3. A type of cancer caused primarily by cigarette smoking.
5. Disease caused by smoking that makes it very difficult to breathe.
6. Sticky brown substance found in tobacco smoke.
7. The two organs located in the chest that can be severely damaged by tobacco smoke.
8. A regular smoker who stops smoking will experience _____ symptoms.
10. Smoking damages these tiny hairs in breathing tubes.
12. The plant from which cigarettes are made.
16. Slang for chewing tobacco.
17. There are many _____ - causing chemicals in tobacco smoke.

WORKSHEET 5

Media Messages



Purpose: To show how some ads appeal to feelings instead of good judgment.

The goal of an ad is to get you to buy something. You can figure out the message behind various ads if you learn to read between the lines. Here are some ways that many products are advertised. Do you recognize these tactics?

Bandwagon: This type of ad tells you to join the crowd. Everyone uses this product, so it must be good. Besides, you'll be popular if you do.

Testimonial: A famous person tells you he or she uses this product or appears in ads for a particular product. Advertisers want you to believe that since the famous person uses it, the product must be good.

Image: This ad tries to create a certain image about the product and the people who use it. People will admire you for using it. You have good taste if you use it. You'll be beautiful or handsome if you use it.

Analyzing Ads

Collect examples of tobacco, beer, wine, wine cooler, and other alcoholic beverage ads from newspapers and magazines. Keep a log of TV commercials advertising alcohol. Use these questions to analyze the ads:

The ad is for _____

What is the ad trying to say? _____

What technique is used? _____

Who is the target of the ad? _____

To whom does the ad appeal? _____

What incorrect messages are being conveyed? _____

If you cannot find enough tobacco or alcohol ads, use any ads that might relate to health related products, such as ads for foods, dietary supplements, exercise equipment, etc.

SERIOUS TALK TIME



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ACTIVITY 2

Divide the class into two groups. Have one group of students prepare a debate on the “Right to Smoke” and the other group prepare a debate on the “Right Not to Smoke.” Give the groups the following list of questions as a guide and have them present arguments to “prove” their side and “disprove” the opposing view.

- Should laws be passed to restrict people from smoking in certain public places? If so, where?
- What are the arguments for and against such laws?
- Would these types of laws have any influence on smokers? If so, how?
- Who would enforce such rules and laws? Are present rules being enforced?
- What is each individual’s responsibility in regard to enforcing these rules and laws?

ACTIVITY 3

Explain that the drug marijuana and depressants such as alcohol slow reaction time. Demonstrate this effect with students by taking a yardstick and have a volunteer try to catch the yardstick between the thumb and forefinger as you hold the stick and then drop it. Measure the distance by counting the number of inches the yardstick traveled from the place where it started to the place where it was caught. Now have the volunteer hold his or her hands in a bowl of very cold water for a minute or two. The cold water will cause a numbing effect on the fingers. Repeat the yardstick activity. The yardstick should travel farther. The cold water represented the impact that a drug such as marijuana or alcohol would have on reaction time. Have the students discuss how a slowed reaction time would affect various activities, such as performance in gym class or sports, riding a bike, driving a car, etc.

ACTIVITY 4

Ask one fairly confident student to stand outside the classroom for a few minutes. Making sure that the chosen student cannot hear, explain to the class that the purpose of this activity will be to try to convince the chosen student of something that is not true. Draw two parallel lines on the board, making sure that one is slightly – but noticeably – longer than the other. Designate seven or eight students to use whatever reasonable tactics they can think of to persuade the person outside that the lines are the same length. Tell the remaining students to observe what happens when the person comes in and the persuading begins. Ask the person outside to come in, explaining that while he or she was out of the room, the class began discussing the length of the two lines drawn on the board. Ask the student to compare the lines in terms of length. Once the student announces that one line is longer, let the persuaders begin.

Allow the activity to last no longer than five minutes, taking care that the student who is the object of the pressure does not feel overly put-down or threatened by the pressure from his/her peers. Call the pressure off at an appropriate point. Ask the students to report on what they saw. Allow the student being pressured to share his/her feelings about the pressure. Let those who were doing the pressuring tell how they felt about their role.

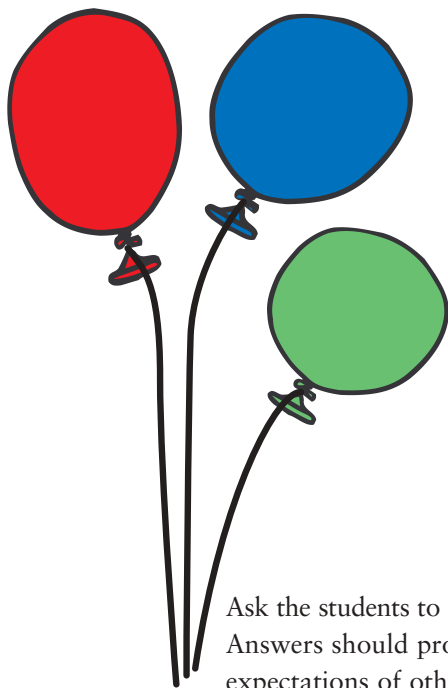
Ask the students to think of ways in which this activity represents situations that go on in their daily lives. Discuss peer pressure and how it can influence one’s decisions regarding health issues such as substance abuse.

DEALING WITH STRESS

DRUG AWARENESS & PREVENTION EDUCATION

ACTIVITY 5

Ask the class for a definition of health. Summarize their thoughts on the board. Emphasize the various components of health – physical (body), emotional (managing feelings, self-esteem), and social (getting along with and relating to others). Discuss the fact that the physical, social, and emotional aspects of health are interrelated. Examples might include how having a disagreement with parents could cause you to feel upset and give you a headache or how not having enough sleep could make you grouchy and snappy with your friends, etc. Then ask the students for a definition of stress, again summarizing their thoughts on the board. Discuss the fact that stress, which is the reaction of the body to any demand, is a natural and necessary part of living. It is not necessarily unhealthy; rather, it is how we manage our stress that counts.



To demonstrate, inflate three balloons. Blow up the first balloon fully and tie it off. Be careful not to let the balloon break. Ask the students to describe some of its features. (It is very taut, ready to burst, and must be handled with care so it won't pop.) Blow up the second balloon until it pops. Ask the students what happened and why. (It had too much air in it, it couldn't hold any more, so it just blew up.) Inflate the last balloon without overfilling and tie it off. Gently, toss it around to a few of the students. Ask the students to discuss this balloon and compare it to the previous two. (It is not as fragile as the first balloon, it won't break as easily, and it is able to bounce from person to person.)

Relate the balloons to individuals and stress. Not having a healthy outlet for stressful feelings may result in physical, emotional, or social problems, such as headaches, upset stomachs, insomnia, fatigue, frequent disagreements with others, or depression. If we build up too many stressful feelings (like a build up of air in the balloons), we can be very difficult to get along with (like the first balloon) or "explode" (like the second balloon). On the other hand, the last balloon, without too much air, was able to handle being tossed back and forth. Unhealthy coping behaviors, such as the use of harmful drugs, may decrease feelings of stress for the moment, but, in the long run, will cause new problems. Therefore, it is important to learn and practice healthy, drug-free ways of dealing with stress to be more like the last balloon.

Ask the students to list some of the stressors – or things that cause stress – in the lives of adolescents. Answers should probably include parents and family issues, school work, extracurricular activities, expectations of others, peer pressure, friends, boyfriends or girlfriends, new situations, increasing independence, etc. Discuss specific examples of coping with stress in healthy ways such as talking with a trusted adult or friend, writing down feelings, physical activity, prioritizing responsibilities, managing time, setting realistic goals, and the importance of getting assistance. Be sure students know appropriate resources for help if needed.

PEER SUPPORT



DRUG AWARENESS & PREVENTION EDUCATION

ACTIVITY 6

Divide the class into small groups of four or five students. Have each group list on a sheet of paper all of the reasons they can think of as to why some young people choose to use harmful drugs. Allow several minutes. Have each group share their answers with the class, and record the answers on the board. Be sure reasons such as peer pressure, media influence, desire to be cool or popular, curiosity, friends and/or family use, addiction, and to decrease feelings of stress, loneliness, sadness, or boredom are included. Repeat the same activity, having the students list why most young people choose not to use harmful drugs. Reasons like wanting to do well in school or sports, friends and/or family don't use, wanting to feel good about self, not wanting to feel guilty, not wanting to harm body, loss of trust of parents, and other possible consequences of drug use, such as disqualification from school activities, should be included. Again, have the students share their group responses and record on the board.

Have the students discuss and compare the lists. Are there "good" reasons to use harmful drugs? What are some healthy ways to fit in, be cool, reduce stress, etc.? Emphasize the fact that most young people choose NOT to use harmful drugs. For most young people using drugs is not "cool." Discuss the use of "peer support" to encourage each other in making healthy decisions and choosing not to use harmful drugs.

WORKSHEET ANSWERS

Worksheet 1

A. 5 B. 12 C. 7 D. 3 E. 2 F. 13 G. 11 H. 1 I. 4 J. 8 K. 15 L. 6 M. 10 N. 9

Worksheet 2

1. F 2. T 3. F 4. F 5. T 6. T 7. T 8. F 9. F 10. T 11. T 12. F 13. F 14. T 15. F

Worksheet 3

1. Fetal Alcohol Syndrome
2. Beer
3. Cirrhosis
4. Judgment
5. Depressant
6. Wine
7. Withdrawal
8. Motor Skills
9. Twenty One
10. Dependency
11. Unconscious
12. Inhibition
13. Reaction Time

Worksheet 4

Across:

2. stimulant
4. preventable
9. nicotine
11. ETS
13. inhale
14. wrinkles
15. cigars
18. addicted
19. carbon monoxide
20. eighteen

Down:

1. smokeless
3. lung cancer
5. emphysema
6. tar
7. lungs
8. withdrawal
10. cilia
12. tobacco
16. chew
17. cancer

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